



Out of School Time

Frontline Staff Leadership Training

Agenda OST Staff Training

January 13, 2015

6:30-7:30



What's Gone Well?

Writing Games

Vocabulary Games

How to Plan for a Book

Planning Time

Wrap up: Review and preparation for next session

FOR NEXT TIME:

Try out as many of the reading, comprehension, writing and vocabulary activities as you can. Try at least 3 different ones (ideally at least one from each category) and be ready to share about how it all went. They're below in case you forgot what they are:

Reading

- Popcorn reading
- Teacher-led read-aloud
- Choral reading
- Literature circle
- Back-to-back buddy reading

Response/comprehension

- Teacher -led
- Drama/acting a scene
- Drawing the beginning/middle/end the story
- Think-pair-share
- Student-generated questions (could turn into a quiz show!)

Writing

- Connect words
- Best game ever
- Cooperative story writing
- Would you rather...?
- Chants, rap, writing songs

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Teaching through Read-Alouds

Read-aloud goals:

- To model fluent, expressive, enjoyment of reading
- To teach new vocabulary (read a book at their 'listening level' to maximize new vocab)
- To understand the content
- To think beyond the story
- To make connections to their own lives

Comprehension and higher order thinking skills!

Focus on asking questions that are open-ended questions *versus* closed-ended questions, that is, questions that need an explanation, justification or have multiple answers.

In order to do this, which types of questions does it make sense to focus on?

Factual questions have one correct answer (What is the main character's name?)

Interpretive questions have more than one answer, but need to be supported with reasoning/evidence from the book (Why did Frances gave away her favorite toy?)

Evaluative questions ask about one's opinion, belief or point of view. (If you could make one wish like the hero in this book did what would it be?)

Here's a short list of great *interpretive* and *evaluative* questions:

- | | |
|--|--|
| • What do you think will happen next? Why? | (Reasoning, engagement and comprehension) |
| • How would you feel if _____ happened to you? | (Understanding others' points of view) |
| • This reminds me of ... What does it remind you of? | (Making connections) |
| • Why do you think he/she did _____? | (Understanding others' points of view) |
| • Why do you think _____ happened? | (Understanding cause and effect relationships) |
| • What picture do you see in your mind right now? | (Comprehension and description) |
| • What does this make you wonder about? | (Connection and engagement) |
| • What does this story remind you of? | (Connection) |

Activities and extensions for read-alouds

K-1st

- Students draw a story from the book while listening to the story.
- Students do a gesture (touch nose, tug ear) when they hear a certain sound, a new word, or a rhyme

2nd-3rd

- Make a K-W-L chart (What do I already know? What do I want to know? What did I learn?)
- Draw a picture for the beginning, middle and end of the story and add dialogue.

4th-5th

- Write an alternate ending to the book
- Write a review of the book—back it up with reason why you'd recommend it or not.

How Can Something as Simple as Reading to a Child Be So Effective?

By: Jim Trelease, Reading Rockets

We read to children for all the same reasons we talk with children: to reassure, to entertain, to bond; to inform or explain, to arouse curiosity, to inspire. But in reading aloud, we also condition the child's brain to associate reading with pleasure, create background knowledge, build vocabulary, and provide a reading role model.

Let's look at how we create lifetime readers. There are two basic reading "facts of life" that are ignored in many education circles, yet without these two principles working in tandem, little else will work in education reform.

Reading Fact No. 1: Human beings are pleasure-centered

Human beings will voluntarily do over and over that which brings them pleasure. That is, we go to the restaurants we like, and visit the in-laws we like. Conversely, we avoid the foods, and music, and in-laws we dislike. Far from being a theory, this is a physiological fact. When our senses send electrical and chemical messages to the "pleasure" or "unpleasure centers" of the brain, we respond positively or negatively. We approach what causes pleasure, and withdraw from what causes unpleasure or pain.

Pleasure could be called the glue that holds our attention – but it only holds us to what we like. As long as we're enjoying a movie, we're connected. When we cease to enjoy it, we disconnect. It applies to nearly everything we do willingly. Every time we read to a child, we're sending a "pleasure" message (glue) to the child's brain. You could even call it a commercial, conditioning the child to associate books and print with pleasure.

There are, however, "unpleasures" associated with reading and school. The learning experience can be tedious or boring, threatening, and without meaning – endless hours of worksheets, hours of intensive phonics instruction, and hours of unconnected-test questions. If a child seldom experiences the "pleasures" of reading and meets only the "unpleasures," then the natural reaction will be withdrawal.

Reading Fact No. 2: Reading is an accrued skill

Reading is like riding a bicycle, driving a car, or sewing: in order to get better at it you must do it. And the more you read, the better you get at it.

Students who read the most, read the best, achieve the most, and stay in school the longest. Conversely, those who don't read much, cannot get better at it. And most Americans (children and adults) don't read much, and therefore aren't very good at it.

Why don't they read much? Because of Reading Fact No. 1: the large number of "unpleasure" messages they received throughout their school years, coupled with the lack of "pleasure" messages in the home, nullify any attraction from the book. They avoid books and print the same way a cat avoids a hot stove burner.

Getting Good at Reading Aloud

“When a read aloud is done well, it is a performance;
it is an art very much like storytelling.
The telling is as important to the listener
as it is to the tale.

Some adults shy away from reading aloud to children because they do not feel confident in their own ability to read aloud. Here are some suggestions that may help to combat the anxiety that some have about reading aloud:

PRACTICE! The only way to get good at reading aloud is to practice, read aloud to yourself

MODEL! Show your own enjoyment and enthusiasm as you read, act it up

FIND THE RHYME! Every story has some sort of rhythm or beat, find it and use it

PAY ATTENTION! Use pitch, tone, pace, volume, pauses to tell the story well

USE PERSONALITY! Let your own personality leak into the story

GO WITH THE FLOW! A story read well will create energy in the room, catch it, play with it

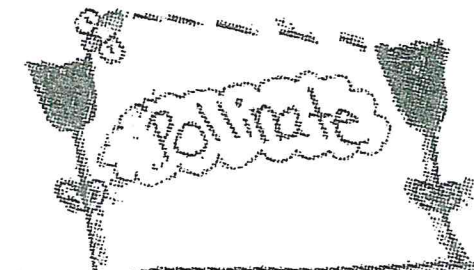
Make read alouds an expected part of the day and an expected part of your staff's job from the get go, and it will no longer be a challenge to get them to participate.

VOCABULARY ACTIVITIES

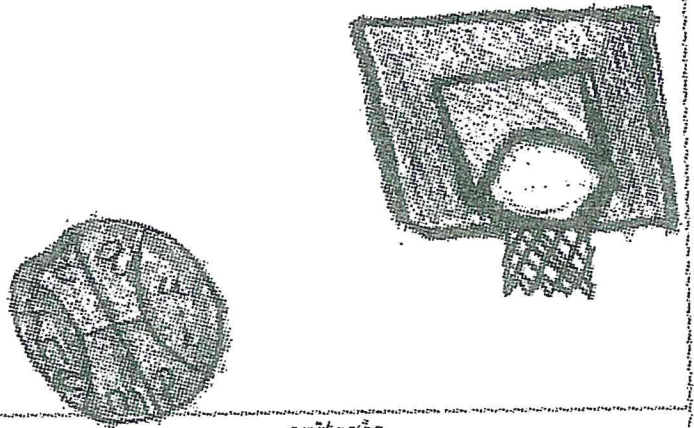
Activity	Explanation
Heads Up	Either purchase the APP or write vocabulary words on cards and one student holds the word above their head while the other gives them clues to guess it.
Graphic Organizer	Picture it – a box with squares and vocabulary words, students draw a picture to illustrate it. Older students can use the word web.
Dance Line	Two Rows of students, with space between them for the word dancer. With music on, student says a word, then defines it as they dance through. Continue with all the other students.
Collage	Write a vocabulary word on blank paper, then students use magazines to find pictures that demonstrate it. Pictures are cut and glued to their poster. All group can share their collages.
Musical Words	With music on, students dance around a defined area, when music stop the teacher says "Turn to the person next to you and tell them what _____ means." Start the music and do it again.
Match Up	One group given words or pictures, the other the definitions, they must try to find a match up in a certain amount of time.
Charades	Given a vocabulary word, a student must act it out until someone guess it.
Word Poster	Before reading give students groups one vocabulary word, explaining what it means, then they need to create a poster that explain is with pictures and/or words. Share when done and display around the room.
Board Game	Given a paper with a blank game board, students create a game like Chutes and Ladders, Vocabulary words appear in some of the spaces and consequences or blanks in others. Students roll the dice, move, then either define the word or take a consequence. If a word is defined successfully, the student gets another turn. Keep playing until a player reaches the end goal.
Line it Up	Students are given or write vocabulary words on blank cards. Game leader instructs students to "Put the word that means _____ first." Keep going for the second, third, etc. When all words are lined up, read off the word and the correct order as students check the line.
Jeopardy	Player or teams are given a definition then must answer 1 st using the correct word. Keep score.
Balderdash	A pile of word cards with definitions is in a center stack. A player draws a card, says the word, then gives a definition. It can be the real definition or a made up one. The next player or other team has to decide if it's the real definition or a fake.
Write a Story	Given a list of the vocabulary words, a student or team must rewrite the read aloud story without using any of the vocabulary words.

Theme 4 Vocabulary Illustration Activity

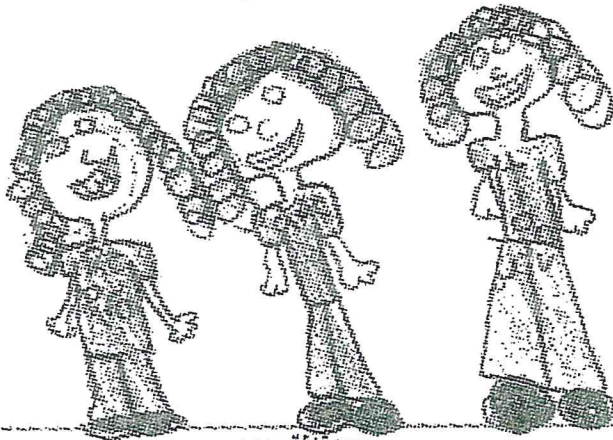
pollinate



equipment



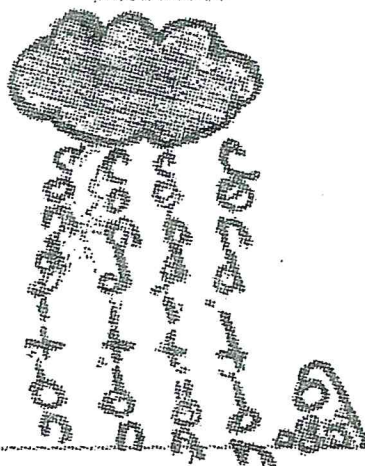
reproduction



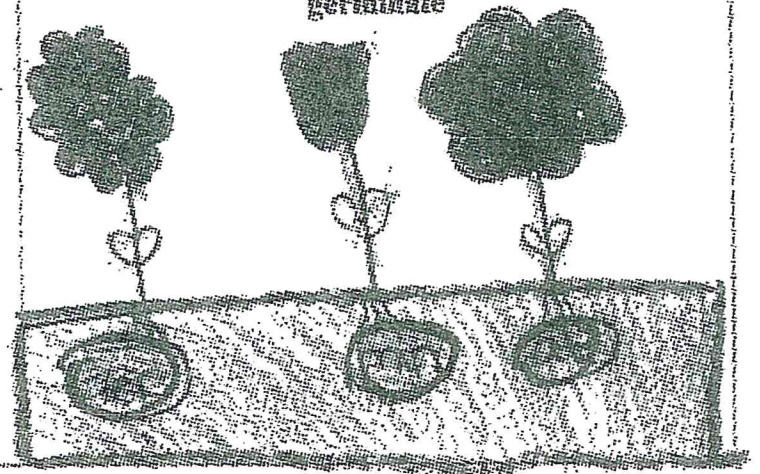
criteria



conditions



germinate



Definition	Picture
Synonyms/Examples	Antonyms/Non-Examples
Sentence:	

Word Nerds: Teaching All Students to Learn and Love Vocabulary by Brenda J. Overturf,

Leslie H. Montgomery, and Margot Holm Smith. ©2013. Stenhouse Publishers.

Title/Chapter	Theme/Focus

[illegible][illegible][illegible]

HOW TO PLAN A READ ALOUD

1. Select your Theme or Focus

2. Choose a book that matches that Theme or Focus AND is interesting to you and relevant to student interests

3. Pre-read the book or chapter before you read it to students

Use post-it notes or a highlighter to mark vocabulary and stopping places for think alouds or questioning

4. Chose and highlight 3 – 5 vocabulary words to teach per book or chapter

Use the Vocabulary Planner sheet and these 4 ways to teach the word as you read:

- Read the sentence, explain the word in kid friendly language
- If there's a picture that shows the meaning, show it and explain
- Use expression to show meaning "My mother *BURST* into the room!!!
- Use dramatic gestures and/or sounds "The plane *plummeted* into the ocean." Use a hand gesture of a plane going down.

Have a follow up activity to reinforce meaning (pictures or graphic organizer.

5. Plan how you will introduce the book or chapter – connect it with students, make it exciting, "What do you think it would be like to travel to another planet? In this book a little boy builds a rocket and goes to Mars. Would you go with him?"

6. Plan 1-3 Think Alouds per book or chapter

Places where you will stop and voice your thinking to model what good readers do to enhance meaning

- Make a prediction "*I wonder... I think that*"
- Explain your visualization "*I can just see that character on a red bike...*"
- Reread a part to stress it, comment on it, or clarify it "*I think when he said _____ (reread) that he was really sad.*"
- Make an inferences from the text (read between the lines), "*It didn't say that it was raining, but he has an umbrella so it must be going to rain.*"
- Summarize as you are reading, not just at the end, "*So Willie went across the lake to save time, and he's in the lead so far.*"

7. Come up with 2-5 good questions to ask the students

These can be the same kinds of things you asked yourself in the Think Aloud. Try to ask questions that really get the kids thinking, evaluating, making personal connections.

8. Plan how you will end the reading for the day... "wow that was really funny, I wonder..."

Guided Reading Book Planning

Title _____

Author _____

Reading Level _____

Group: _____

Introduction:

Characters:

Setting:

Tricky Words:

Skills to be taught:

Lesson Plan Template

As Adapted From Interactive Read Aloud by Linda Hoyt

Mentor Text _____

Strategy/Standard _____

Focus The Learning

Background/Intro: _____

Interactive Read Aloud: Model and Guided Practice

Cover: _____

Read to Page_____.

Teacher think- aloud: _____



Neighbor Turn & Talk: _____

Read to Page_____.

Teacher think- aloud: _____



Neighbor Turn & Talk: _____



Out of School Time Frontline Staff Leadership Training

Planning For a Book (PreK-12th)

Activate prior knowledge – Questions or an activity to get students thinking about what they already know about the topic and why it will be interesting or relevant to them

Vocabulary – Preview new or difficult words before students see/hear them

Questioning/Comprehension – Factual, interpretive and evaluative/opinion questions, we try to use the last two types to challenge students

Beginning –

Middle –

End –

Extension activity – What can students do, make, act, create, sing, write, explore that's related to the book?

Materials Needed:

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ALSC's 2014 Notable Children's Books

Younger Readers (Preschool-Grade 2)

Alphablock. Franceschelli, Christopher. Illus. by Peskimo. Appleseed/Abrams

Each spread of this playful abecediary presents a die-cut letter revealing a few clues about the hidden object -- some expected, some unusual. A visually appealing and engaging guessing game for tots and parents alike.

A Big Guy Took My Ball! Willems, Mo. Illus. by the author. Disney/Hyperion

Gerald the elephant comes to Piggie's aid when a big guy takes away the ball she found. A classic schoolyard encounter with a wry twist. (A 2014 Geisel Honor Book)

Building Our House. Bean, Jonathan. Illus. by the author. Farrar

An inspiring account of a resourceful family determined to raise roof and rafters. Detailed watercolors show the entire family working together to accomplish their goal.

Bully. Seeger, Laura Vaccaro. Illus. by the author. Roaring Brook/Neal Porter

Bull becomes larger and more threatening with each animal encounter until a fed-up goat calls Bull on being a bully. Simple text and clever art make for a powerful tale.

The Day the Crayons Quit. Daywalt, Drew. Illus. by Oliver Jeffers. Philomel

Duncan just wants to color but his crayons have minds of their own. The imaginative humor and quirky illustrations will encourage creative youngsters to think outside the box.

Tito Puente: Mambo King/Rey del Mambo. Brown, Monica. Illus. by Rafael López. Rayo

This vibrant, bilingual portrayal of Tito Puente, the King of Mambo, conveys the rhythm and movement of the musical legend through the use of bold colors, swirly lines, and carefully placed word art. (A 2014 Belpré Illustrator Honor Book)

Middle Readers (Grades 3-5)

The Animal Book: A Collection of the Fastest, Fiercest, Toughest, Cleverest, Shyest--and Most Surprising--Animals on Earth. Jenkins, Steve. Illus. by the author. Houghton

Readers will lose themselves in this compendium of animals living and extinct, chock full of interesting facts and beautiful illustrations.

Barbed Wire Baseball. Moss, Marissa. Illus. by Yuko Shimizu. Abrams

Set in the internment camps of WWII, beautiful Japanese-style ink-and-calligraphy illustrations bring to life the story of Kenichi Zenimura, the father of Japanese-American baseball.

Battle Bunny. Scieszka, Jon and Barnett, Mac. Illus. by Matthew Myers. Simon & Schuster

Not at all interested in his tame birthday gift, Alex remakes Birthday Bunny explode with chainsaws, megaton bombs, and pro-wrestling moves. An irreverent tale.

Battling Boy. Pope, Paul. Illus. by the author. First Second

In this explosive homage to superhero stories of yesteryear, the children of godlike beings are Acropolis's best hope for defeating supervillain Sinestro. The start of a trilogy.

Sugar. Rhodes, Jewell Parker. Little, Brown

After Emancipation, young Sugar's forbidden friendship with the plantation owner's son and her connection with Chinese immigrant workers advances her dream of a better life far from the plantation.

Older Readers (Grades 6-8)

Becoming Ben Franklin: How a Candle-Maker's Son Helped Light the Flame of Liberty.

Freedman, Russell. illus. Holiday.

Beginning with an independent young man arriving in Philadelphia, this informative and well-paced book shines a light on one of America's most interesting Founding Fathers.

Counting by 7s. Sloan, Holly Goldberg. Dial

After the death of her parents, genius outsider Willow begins to bloom again and becomes an agent for change for the diverse group of people she meets. A surprising and inspiring story about family and friendship.

Courage Has No Color: The True Story of the Triple Nickles, America's First Black Paratroopers. Stone, Tanya Lee. illus. Candlewick

Bolden introduces the unsung story of the U.S. Army's first African-American paratroopers unit, moving gracefully among portraits of individual paratroopers, the history of the unit, and the complex social issues of the time.

Darius & Twig. Myers, Walter Dean. Amistad

Two best friends make a pact to succeed as they struggle to escape their inner-city lives. Strong writing realizes vivid characters in this gritty novel.

The Living. de la Peña, Matt. Delacorte

In a thrilling survival story, Shy's summer job on a cruise ship becomes a fight for his life. This page-turner adventure also raises important cultural and sociological issues. (A 2014 Belpré Author Honor Book)

March: Book One. Lewis, John and Aydin, Andrew. Illus. by Nate Powell. Top Shelf

Using the inauguration of President Obama as a framing device, Congressman John Lewis and graphic novelist Powell tell the story of Lewis's life and his participation in America's civil rights movement.

Paperboy. Vawter, Vince. Delacorte

A sensitive and resilient 11-year-old boy who stutters, ventures beyond the familiar and finds his voice while taking over his best friend's paper route in the Memphis summer of 1959. (A 2014 Newbery Honor Book)

Yaqui Delgado Wants to Kick Your Ass. Medina, Meg. Candlewick

Piddy Sanchez's life is turned upside down when she finds out that Yaqui Delgado wants to kick her ass. While struggling to deal with the threat on her own, Piddy explores her identity; her culture, and the role of others in her life. A powerful story about bullying and resilience. (The 2014 Belpré Author Medal Book)